

GRADE 7 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

7.LD-D.1. Know and apply rules for formal and informal discussions, including planning agendas, setting time limits for speakers, and taking votes on key issues.

Example: In literature discussion groups, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class.

QUESTIONING, LISTENING, AND CONTRIBUTING

7.LD-Q.2. Ask probing questions to elicit information, including questions about the evidence that supports the speaker's claims and conclusions.

Example: After listening to a speech from a local historian about the exploits and contributions of the Tuskegee Airmen in WWII and excerpts from Airman William A. Campbell's speech, delivered on February 26, 1944, students inquire of the historian about such issues as the role Eleanor Roosevelt played in convincing the Army to use the Tuskegee airmen as combat pilots in World War II.

7.LD-Q.3. Determine the speaker's attitude or point of view toward the subject.

Example: Students listen to excerpts from Hank Aaron's address to Congress on June 18, 1974 after he surpassed Babe Ruth's legendary record and determine the speaker's point of view, supporting their opinions with evidence from the speech.

7.LD-Q.4. Distinguish between a summary of and an advocacy of a position in an oral presentation.

Example: Using the presentations outlined in 7.LD-0.6., students discuss the difference between advocacy of a position (critiques of literary works) and their summary of the major points the reviewer made.

ORAL PRESENTATION

7.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style) to prepare and assess the presentations listed in this section.

7.LD-O.6. Present critiques of literary works, films, or dramatic productions using various techniques for effective presentations and matching the message with voice modulation, inflection, tempo, enunciation, and expression.

*Example: Students compare multiple reviews of the same book, such as *The Yearling* by Marjorie Kinnan Rawlings, *Souder* by William Armstrong, *"The Monsters Are Due on Maple Street"* by Rod Serling, or *And Then There Were None* by Agatha Christie. Students summarize, what, in each book, seemed to influence the reviewer.*

Strand: Language Development *(continued)***VOCABULARY AND CONCEPT DEVELOPMENT**

7.LD-V.7. Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary.

Example: In readings on pioneers of space, students determine the meanings of the words "astronaut" and "nautical" using knowledge of Greek and Latin roots. They compile a list of words they find in their science materials that are based on other common Greek and Latin roots.

7.LD-V.8. Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.

Example: Students collect examples of sentences that contain comparison and contrast or cause and effect clues, such as "Most organisms need oxygen to survive but many types of bacteria are anaerobic," (contrast); or, "Because so much of the town was destroyed, rebuilding it will be an arduous task," (cause and effect). Students compile a list of words and phrases that cue contrast clues (but, however, on the other hand, except) and cause and effect clues (because, since, as a result, or therefore).

7.LD-V.9. Use context to confirm meanings of metaphors, similes, and idiomatic language in prose and poetry.

7.LD-V.10. Determine meanings, pronunciations, alternate word choices, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).

Strand: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)***EXPOSITORY TEXT**

7.IT-E.1. Identify the author's purpose(s) in a text when it is not stated.

Example: Students write logical, one-paragraph summary reports about an author's purpose after identifying and arranging the most important points made by the author.

7.IT-E.2. Identify and use knowledge of common textual features.

Example: Using their textbook, pairs of students identify each of the textual features and its purpose (e.g., glossary, index, bibliography, footnotes, introduction, conclusion).

7.IT-E.3. Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.

Example: Students read various essays, articles, and short stories such as Ted Poston's "The Revolt of the Evil Fairies" in small groups. They write a series of essays that employ the relationships and usage of the different organizational structures. Students use Venn diagrams and other organizational structures to report to the class. They use a comparison chart, such as a T-chart, to illustrate causes and effects.

Strand: Informational Text (continued)**DOCUMENT AND PROCEDURAL TEXT**

7.IT-DP.4. Respond appropriately to a set of instructions and complete a task.

Example: Students follow directions to fill out an application for a public library card, a bank savings account, or a membership to a Boys' or Girls' Club, soccer league, YMCA or YWCA, or another extra-curricular organization.

7.IT-DP.5. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing or extraneous in document and procedural text.

Example: Students compare examples of a variety of instructional or technical manuals, such as those for a computer, hair appliance, camera, or electronic game, brought to class by different students. They describe what features make certain instructions harder than others to understand and follow due to missing or extraneous information.

ARGUMENT AND PERSUASIVE TEXT

7.IT-A.6. Describe the facts and evidence used to support an argument.

Example: In reading Amelia Earhart: Courage in the Sky by Mona Kerby, students note the author's opinions and conclusions. They describe the facts and evidence used to support the opinions and conclusions of the author.

7.IT-A.7. Identify ways to detect bias in persuasive text.

Example: Students react to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. They evaluate the accuracy and appropriateness of the evidence presented in a book, such as Lives of the Writers by Kathleen Krull.

7.IT-A.8. Distinguish a stereotype from a generalization.

Example: Students study the connection between stereotypes about human beings and instances of genocide in history (e.g., the Holocaust through Elie Wiesel's Night and Art Spiegelman's Maus). Students broaden the discussion to racial and ethnic stereotypes that exist currently. They differentiate stereotypical thinking from generalizations that are based on common trends, open to exceptions, and require further information and investigation.

Strand: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)***CONNECTIONS**

7.LT-C.1. Relate the elements of a literary work to the elements of other literary works set in the same historical period.

Example: Students read The Remarkable Journey of Prince Jen by Lloyd Alexander, set in the Tang dynasty of China. Students read excerpts from the Analects of Confucius and relate what they learn to events and characters in the book.

7.LT-C.2. Analyze the literary techniques used by authors of fiction, poetry, or drama from the same historical period.

GENRE

7.LT-G.3. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based on their characteristics.

Example: Students read a variety of fiction (such as Orwell's Animal Farm; Buchi Emecheta's The Wrestling Match; or Nancy Farmer's The Ear, The Eye, and The Arm) and develop a class-written anthology.

THEME

7.LT-T.4. Recognize multiple themes in a text and supply evidence from the selection.

Example: Students explore multiple themes such as self-reliance, survival, and respect for life in The Island of the Blue Dolphins by Scott O'Dell.

FICTION

7.LT-F.5. Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.

Example: Students read short stories such as Toni Cade Bambara's "Raymond's Run" to explore the development of characters, various plots, and conflicts. As a result of their analyses, students create a fictional story as a class.

7.LT-F.6. Describe a character based on the thoughts, words, and actions of the character, the narrator's description, and what other characters say and do.

Example: Students describe the main character in Out of the Dust by Karen Hesse, using examples of her thoughts, words, and actions to support this description.

7.LT-F.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.

Example: Students read A Christmas Carol by Charles Dickens and describe Ebenezer Scrooge's change of heart.

LITERARY NONFICTION

7.LT-LNF.8. Identify and describe the logical connectives and transitional devices in several essays.

Example: Students analyze several essays by Lewis Thomas or Steven Jay Gould and then explain and evaluate how these authors choose their language and organize their writing to help the general reader understand the concepts they present.

Strand: Literary Text (continued)**POETRY**

7.LT-P.9. Analyze the characteristics and structural elements of a variety of poetic forms (e.g., epic, sonnet, ode, ballad, lyric, narrative poem, free verse, haiku).

Example: Students read a range of poetry, such as "The Highwayman" by Alfred Noyes, "The Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow, "Odes to Common Things" by Pablo Neruda, "Song of Myself" by Walt Whitman, and a sonnet from Elizabeth Barrett Browning. They discuss the characteristics and structural elements of each.

DRAMA

7.LT-D.10. Analyze the similarities and differences in the setting, characters, and plot of a play and a film based on it.

Example: After reading Norton Juster's novel The Phantom Tollbooth and watching the film version, students adapt passages of the novel as they write their own scenes and justify their specific choices in adapting the narrative to a script edition.

STYLE AND LANGUAGE

7.LT-S.11. Identify and analyze how an author's use of words creates tone and mood.

Example: Students engage in a study of Ray Bradbury's short stories and investigate the author's use of sensory imagery to describe the setting in the first few pages of the story "All Summer in a Day." They locate phrases like "drum and gush of water," "concussion of storms," "great thick windows," and "drenched windows," using a graphic organizer to connect each image with one or more of the senses.

TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE

7.LT-TN.12. Identify similarities and differences in mythologies from different cultures (e.g., ideas of afterlife, roles of deities).

Example: Students explore various readings based in indigenous cultures and document the similarities and differences about how each culture configured and explained the roles of animals and nature. Students may use the African myth Osebo's Drum, The People Could Fly: American Black Folktales by Virginia Hamilton, and Aesop's Fables.

7.LT-TN.13. Identify the language styles of different characters in literary works.

Example: Students recognize elements of folk culture and dialect in James Fenimore Cooper's novels such as The Prairie and The Last of the Mohicans.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

7.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.

- Differentiate between primary and secondary source materials.
- Integrate relevant information gathered.
- Understand plagiarism and the ethics of writing (know what it means to borrow ideas from authors).
- Create documents using word-processing skills and publishing programs, and create simple databases and spreadsheets to manage information and create reports.
- Organize and present research using the standards in the Writing strand.
- Document information and quotations and use a consistent format for footnotes or endnotes.
- Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).

Example: Students read Charles Dickens' A Christmas Carol. In groups or "families" from various strata of Victorian society, they use electronic, Internet, and print resources to gather information about daily life in Victorian England before hosting a period tea party for the school community, imitating the social graces of the period. During the tea, the school community asks questions about the roles they are playing. Then students organize and write a report presenting and documenting their research.

Strand: Writing *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

IMAGINATIVE WRITING

7.W-I.1. Write poems that use

- poetic techniques (alliteration, onomatopoeia, rhyme scheme),
- figurative language (simile, metaphor, personification), and
- graphic elements (capital letters, line length, word position).

Example: After reading selections from The Earth Under Sky Bear's Feet: Native American Poems of the Land by Joseph Bruchac, students write their own poetry celebrating nature.

EXPOSITORY WRITING

7.W-E.2. Write summaries of passages that

- group related ideas and place them in logical order,
- contain main ideas and significant details of the passage, and
- reflect the underlying meaning of the source.

Example: Students demonstrate comprehension of the main ideas and details of a subject-specific text. They write a summary of a text read for class that is clear enough to provide another student with the important information from the chapter or text.

7.W-E.3. Write content-based research reports that

- frame a key question about an issue or situation,
- group ideas and place them in logical order,
- include details and explanations from more than one authoritative source, and
- use quotations, footnotes or endnotes, and a standard format for works cited (e.g., MLA, APA, CMS).

Example: Students prepare a report on a man or woman who contributed significantly to society, such as Charles Drew (medicine), Lewis Latimer (electricity), Alexander Graham Bell (telephone), or Nikola Tesla (electrical engineering).

7.W-E.4. Write persuasive essays that

- state a clear position or perspective in support of a proposition or proposal, and
- provide evidence in support of the proposition.

Example: Students write a persuasive essay on the District of Columbia's pursuit of statehood and provide evidence to support their position.

REVISION

7.W-R.5. Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Example: Students use the teacher-student generated rubric (focus, organization and elaboration) to revise their own narrative essays after conferring with peers and completing a self-analysis of the piece.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

7.M.1. Interpret and evaluate the various ways visual image makers (graphic artists, illustrators, news photographers) represent meaning.

Example: Students compare the advertising appeals for the same product (e.g., a family vacation to Disneyland) targeted to different audiences, children and adults.

7.M.2. Create multimedia presentations using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation, graphics).

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

7.EL.1. Recognize the basic patterns of English sentences (e.g., noun-verb, noun-verb-noun, noun-verb-noun-noun, noun-linking verb-noun).

Example: Students write a variety of sentences:

- *Robins return. (noun-verb)*
- *Dogs eat bones. (noun-verb-noun)*
- *The play is Waiting for Godot. (noun-linking verb-noun)*

7.EL.2. Identify all parts of speech and types and structures of sentences.

7.EL.3. Recognize the makeup and function of prepositional phrases.

7.EL.4. Use properly placed modifiers and the active voice.

7.EL.5. Identify and use simple, compound, and complex sentences.

7.EL.6. Recognize appropriate use of pronoun reference.

7.EL.7. Spell derivatives by applying knowledge of bases and affixes.